

Anoesis

Junction 25 – Glas(s) Performance

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This play was written for specially for the schools participating in the
Conexões Youth Theatre Project Brazil
and it was part of its portfolio in 2014.
Any performances outside this Project will need to
be negotiated with the writer's agent.

Glas(s) Performance: glass@glassperformance.co.uk



Realização



Props List

Pens

Exam papers

2 clipboards

Large white stickers and marker pen (to write)

2 wireless microphones and stands

1 large sign reading 'Must Try Harder'

1 Alarm Clock

1 White board with drawing of a maze

2 stacks of old exam papers

2 pencil cases and contents

1 packet of gold stars

1 letter to government official and 1 x response

1 piano

1 long piece of elastic with threaded origami stars (and pulley system)

Suggested Costume

All performers were dressed in white shirts and black trousers or black skirts. This gave the suggestion of school uniform without all of the costumes being identical.

All performers also wore trainers to provide support for the movement sequences.

Pre-set

The audience assemble outside of the theatre.

Conor and Scott meet them at the door; give them each a sticker with their name in big letters and compile a register of names.

The performers are seated at various places behind two long catwalk tables designed to look like 'desks'. These tables are strong enough for the cast to be able to run along.

There is an exam paper and pen in front of each place.

There are two microphones on stands at each of the two ends of the space inbetween the two tables.

There is a black curtain/door/screen at one end concealing an additional space.

The audience are seated in the empty spaces next to performers ready for the performance to start.

There are 14 performers in total.

Pre-set music: Track 1 – 'No Fit State', by Hot Chip

Scott enters – he walks down the centre of the two tables greeting the audience informally. He stops at the far end microphone and calls the register from his clipboard.

These are the performers names.

Scott –

Rose

Stan

Cara

Jack

Becca

Clare

Lily

Lily?

Lily? (*no answer*)

Adam

Stephanie

Nathan

Christie

Maria

When each performers name is called they answer 'Here' and raise their hand.

When all the performers names have been called Scott moves

on to take a register made up of the names he collected from the audience.

He encourages them also to raise their hand and answer 'here'.

Conor stands at the opposite microphone.

Conor – Ok, so it might have been some time since some of you were last in an exam situation so I am here to remind you how it all works.

Rule 1 – You need to sit on your chairs in the correct way. Four legs, not two. No swinging. No shuffling.

2. There will be no talking. There will be no talking. There will be no talking...

3. There should be nothing apart from your exam paper and a pen on your desk.

4. You should make sure all mobile phones and electronic equipment are switched off.

5. Keep your eyes on your own work. It doesn't really count if other people help you. Try not to fidget, tap pencils or do anything that may distract others who are trying to work.

6. If you need to use the bathroom then please raise your hand and I will take you.
7. I will tell you when we are half through the allocated time
8. You will need to stay till the end we are going to use all the time allocated.
9. Remember this is a test so have fun.

Does everyone have their pen? Please raise your pens.

The performers raise their pens and encourage the audience to do the same.

At the far end of the tables Maria and Christie – sitting opposite each other – take out their pencil cases with pen, rubber, ruler, pencil, calculator. They mirror each other as they carefully position each item in front of them – eager for the ‘exam’ to begin’.

Conor – Does everyone have their paper? Please raise your paper

The performers raise their papers and encourage the audience to do the same.

At the far end of the tables Maria and Christie (sitting opposite each other) take out a huge pile of exam papers and slam it onto the table. Throughout the performance Maria will continuously scribble on the paper and then scrunch it into a ball as if making continuously making a mistake. In contrast Christie will create origami stars out of hers.

Conor – Good luck and lets begin.

Over to you Scott...

Scott – Thank you Conor

Right – The first thing I want you do is write your own name at the top of the exam paper. There should be a box for that and you should know how to spell your own name as it’s on the badge.

Once everyone has done that I’d like you to open it up and at the top left of the left hand page I want you write in big letters SECTION A (he spells it out)

Connor holds up an alarm clock

Track 2 – ‘Ticking Clock’ (sound effect)

Scott – Question 1*. What is the capital of Bulgaria?

Question 2*. A right angled triangle has the sides A, B and C. C being the hypotenuse.

If A = 6 and B = 8 what does C =

Question 3*. If a hammer and a feather are dropped from the same height on the moon which will fall first?

Conor sounds the alarm on the clock.

Scott – Pens down everybody – that is the end of section A.

Lily enters. She looks blankly at the audience.

She looks to find a seat and walks slowly to sit down as everyone watches.

Rose – Lily – Don't you have something to say?

Lily – Erm... Sorry I'm late

Rose – We sometimes worry about Lily. Her lack of timekeeping skills is becoming an issue. She needs to learn to turn up to class on time in order to reach her full learning potential.

Nathan – (audience members name*) – is undoubtedly able. However his recent examination results were terrible. He seems too obsessed with his friendships and social life so maybe he should try and emulate this enthusiasm academically too.

Maria – (audience members name*) – is a well-mannered and polite individual who has been strong this year. She will participate with encouragement and is a pleasure to teach.

Becca – (audience members name*) – really is unique. I think they could become a rising star. The potential is there but I often see their mind wandering. If she puts more focus on her work she could become something really big.

Conor – Despite good grades in formal exams – (audience members name*) – 's vulgar and frankly obscene language in class continues to be a major concern.

Lily – (audience members name*) – Often forgets her gym kit which isn't really acceptable and even when she does remember it. I deeply disapprove of Nike wear.

Cara – (audience members name*) – is very talkative and needs to concentrate and listen more. I am glad that – (audience members name*) – is sociable but really does need to keep the conversations for break times.

Adam – The thing about – (audience members name*) – Is that he/she refuses to take anything seriously. He/she often gives two or three joke answers before giving us a serious answer. This bad attitude is clearly down to rap music.

Steph – (audience members name*) – hasn't fulfilled her/his potential.

Clare – (audience members name*) – is prone to causing arguments if she try and tell her what to do

Stan – (audience members name*) – is highly intelligent but has a tendency to just coast along. At this increased level of work it is not feasible to continue as such and more effort must be made to ensure work is completed at home in order truly excel. We also have worries about his/her stories in English often depict violent and morally questionable scenes which are not appropriate for a learning environment.

Scott – Now – (audience members name*) – Isn't exactly the brightest pupil in the class although she/he does have some potential. However this potential is lost alongside the poor attendance, the horrible language, insubordination and the inaccurate portrayal of historical figures.

Christie – (audience members name*) – is a passionate student but he/she finds it difficult to channel his energies in the right direction. And so we must ask that the public displays of affection end now.

** Please Note – Performers select audience members at random based on the name badges they can see at the opposite side of the desk.*

Jack – Jack’s biggest problem is with his speech.

Jack doesn’t smile during class time.

Jack lost a grade in his English group project for not making eye contact.

Jack needs to improve or he will not succeed.

Track 3 – ‘The French Open’ by The Foals

The performers look at the audience expectantly.

When the music picks up they stand up on the tables two at a time

(one performer from each side) and walk to the end of the catwalk.

When ready they run along the tables (as if in a race) and jump off the end to stand in the space between the two tables.

Each pair does this in turn until they form one large group at one end of the space.

As group they then walks back and forth between the tables getting faster each time until they are running at full speed.

In turn individual performers then begin to stumble and fall as they struggle to keep up with the group.

As the music ends – Stan is left at one end with the group at the other.

Stan – Who wants to be a successful human being?

The group go back to their seats

Stan grabs a microphone and sits on the table in front of an audience member

Stan – Joining us today is – (audience members name*) –

Where are you from?

Have you played the game before?

He pulls out question cards from his pocket

Stan – There are a series of multiple-choice questions you will be required to answer.

There are four lifelines you can use at any point – they are:

Ask a mate

Google

Plea to God

Samaritans

Okay lets get started....

Question 1. You were born in....

Scotland Rest of the UK Europe

Elsewhere

Question 2. Your favourite toy as a young child was...

Barbie Action man Lego

Or board games like risk or monopoly

** Please Note: The audience member selected is encouraged to answer each question in this section*

Question 3. What type of primary school did you go to....

Private Public Faith None

Question 4. At school you were....

Clever Clever and well liked Well-liked but dull A bit of a Dunce

Question 5. Your favourite teacher was....

Female and young Female and Old Male and Young Male and Old

Would you mind sharing why?

Question 6. Your least favourite subject area was....

The Arts The Sciences English Maths

Question 7. Your circle of friends was....

Most female Most Male Well Mixed Non – Existent

Question 8. You left school at....

16 17 18 Before

Final Question, Question 9 – it all rests in this

You are...

Fine Good Thanks Been better Great

Well done. Everyone give her/him a round of applause. She/he did great.

Stan sits back in his original seat.

Cara – Were you scared on your first day of school? I was absolutely petrified....

I was told I would have no friends when I got there, that I would get my head flushed down the toilet. How many people have actually had their head flushed down the toilet? No me neither....

I was also scared of the teachers, of what they would be like ... Like my tech teacher, he had a face like an angry bull-dog, he made you sit in alphabetical order which is ok if your surname begins with an 'S' or a 'T' but if you are a 'B' like me you have to sit right up front...

And my Religious Studies teacher who always wore glitter in her hair and when asked why she said 'because there isn't enough happiness in the world'

Then there's my English teacher who sometimes brings in his guitar in and plays songs to us...

Scott marches over to Stan.

Scott – Stan, I said no electronic devices...

He takes the microphone off Stan and walks back to place it on the stand.

Conor stands at the opposite end of the space.

Conor – Section B

Does everyone have their pens? Please raise your pen

Everyone raises their pens

Conor – Does everyone have their exam paper? Please raise your paper.

Everyone raises their paper

Conor – Write a short essay on your interpretation of a picture that will be displayed on the board.

Scott brings in a drawing of a 'maze' on a white-board and then holds up the alarm clock.

Track 4 – 'Ticking Clock' (sound effect)

Conor – Draw conclusions from your own life.

Scott turns the alarm on.

Conor – End of Section B – please put your pens down and close over your paper

Nathan leans forward and looks directly at one audience member he has chosen.

Nathan – Hi – (audience members name**) – How are you are you?

Could I ask you a favour? Could you step into my office please?

Do you know where my office is? See if you go down to the end where the board is and walk right down in the centre. It's just right there.

You aren't in trouble. Don't worry.

I'll be with you in a second

Nathan stands on the table

Hi – (audience members name*) – How are you?

Don't worry (audience members name*) you are not in trouble. I just wanted to talk to you about your work. It won't take a second.

He jumps down to face the audience member

Nathan – Come in.

Actually could we try that again? Could you come back in and this time could

you knock?

Who is it?

Come in – (audience members name*) –

I just wanted to talk to you and tell you that in opinion you are doing really well.

You really are.

You are doing exceptionally well.

Now.... I've brought this up because a lot of my colleagues have been saying 'see that – (audience members name*) – s/he's really excellent. s/he's outstanding.

* Please Note: The audience member selected is encouraged to follow the instructions in this section

And I say 'I know' I know... – (audience members name*) – is doing exceptionally well.

How do I know this you ask? Well – I've been tracking your development and you are hugely focussed and highly concentrated individual and I admire that.

I have noticed you sitting over there. So focussed. I can see you have so many aspirations.

I am proud to have you in this institution – well done.

Are you ok? I just wanted to bring you in and point out how well you are doing.

Because you doing exceptionally well.

You really are exceptional. Well done.

And I am sure your parents would be really very proud of you.

I know my parents are proud of you.

Yes – I have told them about you.

And do you know that one day you could be where I am now? You could be a person to look up. Have authority and prestige. You could have your own office.

Would you like that?

I just want to say well done again.

Because you are exceptional.

You really are.

I think you deserve a pat on the back (demonstrates)

Well done. Can I shake your hand?

I'm going to give you a gold star... (gives audience member small gold star)

Well done.

Track 5 – 'Palms' by Jana Hunter

This song needs to be looped to provide at least 10 minutes of soundtrack to accompany the following movement sequence.

Christie enters and thanks the audience member. She gives them one of stars she has been making from exam papers. She leads the audience member back to their seat and then walks down to middle giving stars to various audience members in their seats.

Christie – This is for you (whispered to each audience member she gives a star to)

Christie reaches behind the curtain and pulls out a long piece of elastic on which are threaded a large number of the stars she has made from old exam papers.

She drags the stars along to make a line across the space.

She attaches them to a pulley and hoists them upwards so they are raised in the air in the gap between the two tables.

She stands up on one of the tables and walks slowly down looking up at the stars.

As she does this the following movement sequence begins.

Movement Sequence

Instructions: During this section of the performance the performers each perform a series of small movements on top of and around the tables. This moment is designed to feel

'dream-like' and is best created from suggestions from the cast composed with to create a sequence. Suggestions from Junction 25 – Glas(s) Performance include:

A performer tiptoeing down a table

A performer cartwheels down a table

Two performers leapfrog down a table

One performer lies on a table looking the sky

– another drags them down the table by their feet

Two performers run down opposite ends of the table to hug in the middle

Two performers sit together dangling their feet

Two performers stand on opposite tables and mirror each other's movement.

Two performers stand at opposite ends of the space between the tables and spin round.

The movement sequence ends as the music fades and Lily is left on her own walking slowly down the tables looking up at the stars (mirroring the way Christie began).

Rose stands on the table on the opposite side.

Rose – We sometimes worry about Lily. She seems to spend most of her time in a world of her own and is always distracted from what she should be concentrating on. Walk with me Lily...

Lily tries to keep up with Rose's walking.

Rose – In my opinion Lily spends too much time daydreaming, swinging on her chair or standing out of the window. I sometimes think she doesn't listen to a word I am saying... Lily!

Lily needs to spend less time with her head in the cloud and more time with her feet firmly on the ground.

Lily doesn't seem comfortable behind a desk and needs to make much more effort to abide to the rules and concentrate on what she is supposed to be doing

in order to improve her learning potential.

Rose sits back down in her seat and Lily is left standing alone looking bewildered before sitting down herself.

Jack – Jack’s biggest problem is with his speech.

Jack doesn’t smile during class time.

Jack lost a grade in his English group project for not making eye contact.

Jack needs to improve or he will not succeed.

The group lean forward in their seats to whisper confessions to the audience of times they have broken the rules in their own school lives.

Instructions: This section is best created from the cast’s own real-life confessions.

Suggestions from Junction 25 – Glas(s) Performance include:

I once covered the wall with pink bubble gum and blamed it on Michael Robertson

In geography we used to count how many forward rolls we could do without the teacher noticing – I managed 12.

In French we sometimes make pigeon noises...

I used to forge my mum’s signature on late slips so she wouldn’t know I was skipping class.

My friend once left his maths book out on the table and being his ‘mates’ we drew a big cock on every page.

I once made a shadow puppet and put in on the window so that at 12pm everyday the sun projected the word ‘wank’ on the board

Clare – I once cheated on a French exam

The group sit back in their seats as if shocked.

Becca – Woahhh Erm Clare...

I think I speak on behalf of us all when I say. We just don’t think that that this

acceptable.

Enough is enough.

You've crossed the line Clare.

You've gone too far. Everyone in this room wants to do well?

We all want to do well don't we?

Everyone in the room has experienced that haven't we?

But not one of us have done what you have done Clare

Do you know what you've done Clare?

You have crossed the line.

You have taken the easy way out.

Do you think that's acceptable?

We are not angry at you Clare.

Becca stands up on the table.

Becca – We are just disappointed.

We feel that you have let us down.

We feel you have embarrassed us.

We feel that you have disgraced us.

We feel that your actions reflect badly on every single person in this room.

You need to try a bit harder Clare. Not just for us – but yourself Clare.

I think you need some time out. An opportunity to reflect on your actions.

Stand up Clare.... right up

Clare stands on the table.

Becca – Wait there Clare. I'm just going to get something I think you need.

Just so you know. Everyone in the room is looking at you.

Becca enters with a large sign reading 'Must Try Harder'.

She gives it to Clare and makes her stand in the spotlight.

We think this is appropriate.

Becca sits down leaving Clare alone.

Steph – (audience members name*) Can I ask you, what job do you do?

** Please Note: The audience member selected is encouraged to interact with Steph in this section*

That's a coincidence because I would love to be (job given by audience member)

Also Can I ask you – hypothetically – in the future – if there was an opportunity to work alongside you and to train for a position like yours – would you give it to me – or to Clare?

It's probably hard to say because right now you don't know much about me so that me tell you some things that might help.

I'm really good at maths. I got a B. But I didn't study so that's really good. If I'm honest with you I could have done better and I'm still working through that.

But if top grades are what interested you I got an A in higher arts despite all my teachers efforts. So that's good eh?

Convinced?

Ok – let me tell you more.

I was in a basketball team in Cumbernauld primary school. I was the top defence player in that team – everyone said so. To the point where when this girl bit me

I still continued to play un-phased. What this shows you about me is that I'm good team player and I don't give in the face of adversity and also, I'm brave...

You probably need to know more...

I also ran the tuck shop, not just in the finance department but also in design and marketing. I created the logo on a huge banner which I produced myself

reading ‘tuck shop’. These were good times – in the end I had to leave the young enterprise team due to differences over the stock. They wanted an increase in chocolate milk and I wanted apple juice. I guess that means you could add healthy living to my cv.

I was once asked to host a major event – the 6th year leavers fashion show hosted by Stephanie hunter. Unfortunately, due to unforeseeable circumstances I had to pull out prematurely. However people were excited about my potential appearance which I think shows you that I have a personality but my immune system can let me down – don’t tell me you’ve never had a sick day.

I’m going to be honest with you I’d quite like a job as (job given by audience member) I’m definitely really up for doing that. If you were able to organise that job for me that job – that would be great.

I just want to be a (job given by audience member)

I just want to be a (job given by audience member)

I just want to be

I just want to be

(Repeated)

The group raise their hands in sequence and shout ‘here’ to correspond with end of each of repeat – ‘I just want to be’ (here)

Track 6 – ‘Green Light’ by Alan Fitzpatrick

This builds to become more chaotic as the group stand up behind their seats and then up onto the table.

They then run down the tables to form a large group at one end behind Clare holding the ‘Must Try Harder’ Sign.

When they are all assembled they walk as a group behind

Clare with the sign back and forwards in the space between the tables.

This builds and builds in speed until they are all running.

Alongside this Nathan goes to the microphone and continues to praise

the same audience member he previously chose over the music.

Nathan (*shouting*) – You are doing so exceptionally well (audience members name*)

You really are.

You are just doing so well. Everyone is so proud of you.

Well done.

You are exceptional. Absolutely excellent. You are doing so very, very well. (Repeat)

The music stops and the group stop at one end of the space with

Clare at the other end still holding the sign.

Track 7: 'Flaws' by Bombay Bicycle Club

Maria (who has remained in her seat) continues to furiously scrunch her pile of exam paper – the pile is getting larger.

Rose holds up a piece of chalk and draws a line on the floor across the middle of the room. Using it as a marker Lily starts jumping and to see how far she can get. Rose measures her progress each time using by making a mark on the floor with chalk.

Adam stands up on the table with the microphone. He takes out a letter.

Adam – Dear Mike Russell, Cabinet Secretary for Education and Lifelong Learning in Scotland*

(* Please Note: It works best if this letter is addressed to a government official local to the cast)

I wanted to write to you as I have a few questions I really want to ask:

Why can some people raise their voices and some people can't?

What happens when I am late?

Why should I stand outside?

What kind of attitude do I need to have?

How much do I need to remember?

How many times will you ask me?

What happens if I don't manage it first time?

How intelligent am I?

What if I don't understand?

Because I don't understand

I don't understand

I don't understand (*repeat – getting louder until shouting*)

Maria pushes the pile of paper on the floor and Lily stops jumping.

Adam – Thank you so much for your time Mr Russell I look forward to your response.

Yours Sincerely

Adam Low

Aged 16

(Track 7 finishes)

*He takes out another envelope and reads the response he has received**

* Please note: This should be a local response.

Clare, Lily, Rose and Maria walk to join the whole group.

Conor takes the microphone and places it back on the floor at one end of the space.

Scott goes the microphone at the opposite side.

Conor – Does everyone have their pens? Please raise your pens.

Does everyone have their paper? Please raise your paper

Conor holds up an alarm clock

Track 8 – ‘Ticking Clock’ (sound effect)

Scott – Section C

Question 1: What have we learned?

Conor – Question 2: What do you want?

Scott – Question 3. What is the future?

Conor – End of section C.

The alarm sounds.

Cara is lifted on to everyone’s shoulders. Conor passes her the microphone.

Cara – Things that I would like to learn...

How to ride a unicycle

How to speak fluent Italian

How to cook a soufflé

How to sail a boat

How to wear heels without wobbling

How to do a pirouette

How to make an origami hat

How to make a public speech.

Jack –

Jack’s biggest problem is with his speech.

Jack doesn’t smile during class time.

Jack lost a grade in his English group project for not making eye contact.

Jack needs to improve or he will not succeed.

Jack doesn’t like to use words to communicate.

To Jack the English Language is overrated.

Jack prefers music.

Jack is at his best when music is playing

This makes most sense to Jack.

Jack leaves to the space concealed behind the curtain/door/screen.

He starts to play the piano

Everyone goes to stand behind their seats.

They stand up on the table one by one as they speak.

Maria – Maria is a perfectionist. She tries really hard to get things right.

She seems shy but it's not because she's quiet it's just sometimes she prefers to just sit and listen*

Steph – Stephanie feels she must be serious or she won't be taken seriously. However she is happiest when being silly. She works best when there are no constraints.*

Clare – Clare loves to build things. She's happiest when working quietly in her own space, especially when listening to the Arctic Monkeys.*

Scott – Scott is quite a changeable person. Scott can seem very intense about some things while completely relaxed about others. This is because Scott does not always know how to feel about things. What he does know is that he thinks best with a simple pastime or listening to music.*

Rose – Rose is happiest when she commits herself to something she is passionate about.*

Lily – Lily is best when talking about the things she loves. She often uses humour when she doesn't know what else to say. She likes listening to records and sticking things together with glue.*

Nathan – Nathan loves reading.

He learns best outside in a peaceful environment.

Nathan loves working in groups and relishes the opportunities of debate,

conversation and discussion.*

Stan – Stanley is often most comfortable with a few close friends where he is more able to express his views and let his personality flow. In this situation his famous cool, confident persona is dropped and Stanley becomes more social, often resulting in witty observations*

Conor – Conor feels he is in his element when playing guitar. He excels at the physical aspects of learning but can often be quiet in new social situations. I believe that with a bit of confidence and self belief he will do great things.*

Becca – Becca might seem like she worries too much but that's not necessarily a bad thing. She works best when at her drawing board.*

Cara – Cara learns well in big groups and in a room with lots of noise.*

Adam – Sometimes Adam struggles to take things seriously. He likes to be alone or in small groups. He feels awkward in situations that are unfamiliar to him.

Adam just wants to have fun.*

Christie and Maria pull back the curtain to reveal Jack playing the piano.

From their position standing on the table the group watch him.

All lights go down until they are just on Jack.

Then his lights go down and he continues to play in the dark.

The end.

** Please note: This text should be developed to sit in with personalities/perspectives of the individual cast members.*